

State Normal School

LOWELL, MASS.

1898 -'99.

MASSACHUSETTS

STATE NORMAL SCHOOL

AT LOWELL.

CATALOGUE AND CIRCULAR.

SECOND YEAR, 1899.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1899.

State Board of Education.

Established in 1837.

EX OFFICIO.

His Excellency ROGER WOLCOTT, Boston.
His Honor W. MURRAY CRANE, Dalton.

BY APPOINTMENT.

		TERM EXPIRES.
Elmer H. Capen,	Somerville,	May 25, 1899.
Elijah B. Stoddard,	Worcester,	May 25, 1900.
George H. Conley,	Boston,	May 25, 1901.
Mrs. Alice Freeman Palmer,	Cambridge,	May 25, 1902.
Joel D. Miller,	Leominster,	May 25, 1903.
Mrs. Kate Gannett Wells,	Boston,	May 25, 1904.
Franklin Carter,	Williamstown,	May 25, 1905.
George I. Aldrich,	Newtonville,	May 25, 1906.

SECRETARY.

Frank A. Hill, ... Cambridge.

CLERK AND TREASURER.

C. B. Tillinghast, ... Boston.

AGENTS.

John T. Prince, ... West Newton.
Grenville T. Fletcher, ... Northampton.
James W. Macdonald, ... Stoneham.
Henry T. Bailey, ... North Scituate.

ASSISTANT.

L. Walter Sargent, ... North Grafton.

BOARD OF VISITORS FOR LOWELL.

George H. Conley. Mrs. Kate Gannett Wells.

Instructors.

FRANK F. COBURN, ... Principal.
Psychology.

HUGH J. MOLLOY, ... Mathematics.
LYMAN C. NEWELL, ... Chemistry, Physics.
WALTER J. KENYON, ... Drawing.
MABEL HILL, ... History.
LAURA A. KNOTT, ... English.
ANNA W. DEVEREAUX, ... Kindergarten.
ADELIA M. PARKER, ... Critic Teacher.
GRACE D. CHESTER, ... Biology.
ALMA E. HURD, ... Physical Culture.
VESTA H. SAWTELLE, ... Music.

CYRUS A. DURGIN, . . Principal of Model School.

Assistants.

BELLE A. PRESCOTT.
CHARLOTTE E. MURKLAND.
BLANCHE A. CHENEY.
BELLE F. BATCHELDER.
MARY I. HOWE.
AMY S. TUCKE.
MARIA W. ROBERTS.
MARY E. WALSH.
CARRIE E. ERSKINE.
FANNY M. SPOONER.
E. BELLE PERHAM.
CLARE S. REED.
GRACE B. ALVORD.



STATE NORMAL SCHOOL.

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BARTLETT — MODEL SCHOOL.

The School Calendar.

1899.

GRADUATION.

Tuesday, June 20.

FIRST ENTRANCE EXAMINATIONS.

Thursday and Friday, June 22 and 23.

SECOND ENTRANCE EXAMINATIONS.

Tuesday and Wednesday, September 12 and 13.

SCHOOL YEAR BEGINS.

Thursday, September 14.

THANKSGIVING RECESS.

November 29 and 30.

CHRISTMAS RECESS.

December 25 to January 5.

1900.

First term ends, ... Friday, February 2.

Second term begins, ... Monday, February 5.

SPRING RECESS.

April 9 to April 13.

PATRIOTS' DAY.

April 19.

MEMORIAL DAY.

May 30.

GRADUATION.

June 26.

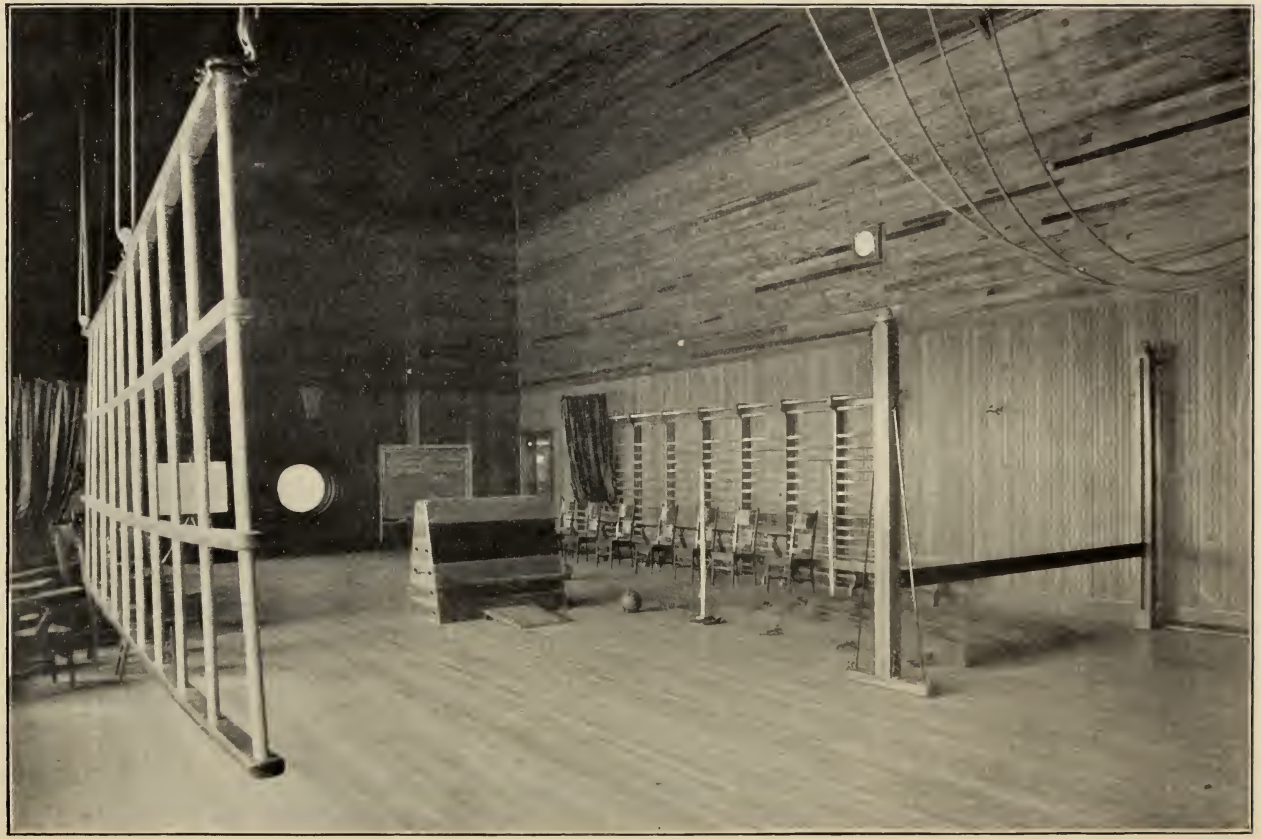
FIRST ENTRANCE EXAMINATIONS.

June 28 and 29.

MIDSUMMER VACATION.

SPECIAL NOTICE.

The above entrance examinations will begin each day at nine A.M. in the main hall of the school building, corner of Broadway and Wilder Street.



GYMNASIUM.

State Normal School at Lowell.

CIRCULAR OF INFORMATION.

The Lowell Normal School was established by an act of Legislature approved Jan. 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils Oct. 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance of the Boston & Maine station.

Architecture.

The building itself was planned with special thought of every convenience, and attracts attention as a model structure of its kind. It is constructed of buff mottled brick with trimmings of Indiana limestone. It has three stories and a basement and is one hundred and seventy-eight feet in length, with a depth of seventy-four feet. The entrance consists of a portico which is faced with marble, and the ceiling vaulted. The front and rear steps, buttresses and base course are of Conway granite, and moulded brick is used over the windows.

The basement contains the two manual training work shops, the lunch room, toilet rooms, boiler and engine rooms.

The first floor contains a corridor twelve feet wide, extending from stairway to stairway. The staircases at the ends are constructed of iron. On this story are the principal's room, teachers' assembling room, cloak rooms, four recitation rooms, with adjoining private rooms for the teachers.

The second floor contains the main hall, sixty by sixty-five feet, with four large recitation rooms similarly arranged with private rooms between them.

On the third floor are the laboratories both physical and chemical, a lecture room, the large gymnasium, thirty-three by sixty-five feet, and a drawing room equally as large with northern light.

All rooms and corridors are finished with quartered oak. Heating and ventilation are accomplished by a combination known as the fan and gravity system. Each recitation room is supplied with not less than thirty-five cubic feet of fresh air per minute for each pupil, and an equal amount of foul air is withdrawn at the same rate. The rooms in the basement are plastered with Keene cement; all others with adamant.

AIM AND PURPOSE OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal School, as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training

REQUIREMENTS FOR ADMISSION.

Candidates for admission to any one of the normal schools must have attained the age of seventeen years complete if young men, sixteen years complete if young women, and must be free from any disease or infirmity which would unfit them for the office of teacher. They must (1) present certificates of good moral standing, (2) give evidence of good intellectual capacity (records of their scholarship, standing in the high schools are desired), and (3) be graduates of high schools whose courses of study have been approved by the Board of Education; or (4) they must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a good high school education. Successful experience in teaching is allowed to be taken into account in the determination of equivalents.



DRAWING.

For 1899 and thereafter, until further notice, the examinations will be on the following groups of subjects : —

I. *Languages.* — (*a*) English, with its grammar and literature, and (*b*) one of the three languages, — Latin, French, German.

II. *Mathematics.* — (*a*) arithmetic, (*b*) the elements of algebra and (*c*) the elements of plane geometry.

III. *History and Geography.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Sciences.* — (*a*) Physical geography, (*b*) physiology and hygiene, (*c*) physics, (*d*) botany and (*e*) chemistry.

V. *Drawing and Music.* — (*a*) Elementary, mechanical and free-hand drawing, with any one of the topics, form, color and arrangement, and (*b*) musical notation.

Preliminary Examination.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, each group to be presented in full : —

II. Mathematics, ... }
III. History and Geography, . . } See pages 12–15.
IV. Sciences, ... }
V. Drawing and Music, . . . }

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows : —

_____ has been a pupil in the

_____ School for _____ years and is, in my judgment, prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof : —

Signature of principal or teacher, _____

Address, _____

2. The group known as "*I. Languages*" must be reserved for the final examinations.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

Records of Scholarship.

The importance of a good record in the high school cannot be over-estimated. The stronger the evidence of character and scholarship that candidates bring, especially from schools of high reputation and from teachers of good judgment, the greater confidence they may feel in satisfying the examiners with their fitness for normal school work. Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. It may be said, in general, that if the ordinary work of a good statutory high school as defined by section 2, chapter 496 of the Acts of 1898, is well done, a student should be able to meet successfully the requirements of these examinations.

Oral Examinations.

Candidates will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to them and the school, at the discretion of the examiners. In this interview the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidences of qualification that might not otherwise become known to their examiners. Any work of a personal, genuine and legitimate character that candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature, the following kinds of possible presentation are suggested, but the candidates may readily extend the list: —

1. A book of drawing exercises, — practically such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under



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the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.

3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

Written Examinations.

The written examination will embrace one paper upon each of the following groups, with a maximum time allowance of two hours each for groups I., II. and IV., and of one hour each for groups III. and V.: —

I. *Languages.* — (*a*) English, with its grammar and literature, and (*b*) one of the three languages, — Latin, French and German.

II. *Mathematics.* — (*a*) Arithmetic, (*b*) the elements of algebra and (*c*) the elements of plane geometry.

III. *History and Geography.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Sciences.* — (*a*) Physical geography, (*b*) physiology and hygiene, (*c*) physics, (*d*) botany and (*e*) chemistry.

V. *Drawing and Music.* — (*a*) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color, and arrangement, and (*b*) musical notation.

Special Directions.

No candidate will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement, and marked accordingly.

I. Languages.

(*a*) *English.* — The importance of a good foundation in English cannot be overrated. The plan and the subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England. While candidates are advised to study, either in school or out, *all* the works given in this plan, the topics and questions will be so prepared for 1899, and thereafter until further announcement, that any candidate may expect to meet them who has mastered *half* of the works assigned for reading and half of the works assigned for study and practice, the selection to be at the candidate's option or that of the school which he attends.

1. *Reading and Practice.* — A limited number of books will be assigned for reading. The candidate will be required to present evidence of a general knowledge of their subject-matter, and to answer simple questions on the lives of their authors. The form of the examination will consist of writing a paragraph or two on each of several topics, to be chosen by the candidate from a number of perhaps ten or fifteen, which he will find in the examination paper. The treatment of these topics is designated to test the candidate's power of clear and accurate expression, and will only call for a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified by his instructor, containing compositions or other written work done in connection with reading the books. In preparation for this part of the requirement it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

The books selected for this part of the examination will be: —

1899. — Dryden's *Palamon and Arcite;* Pope's *Iliad*, Books I., VI , XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* DeQuincey's *The Flight of a Tartar Tribe;* Cooper's *The Last of the Mohicans;* Lowell's *The Vision of Sir Launfal;* Hawthorne's *The House of the Seven Gables.*

1900. — Dryden's *Palamon and Arcite;* Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Scott's *Ivanhoe;* DeQuincey's *The Flight of a Tartar Tribe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal.*

1901, 1902. — Shakespeare's *The Merchant of Venice;* Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the books named below. The examination will be upon subject-matter, form and structure, and will also test the candidate's ability to express his knowledge with clearness and accuracy. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books selected for this part of the examination will be: —

1899. — Shakespeare's *Macbeth;* Milton's *Paradise Lost*, Books I. and II.; Burke's *Speech on Conciliation with America;* Carlyle's *Essay on Burns.*

1900. — Shakespeare's *Macbeth;* Milton's *Paradise Lost*, Books I. and II.; Burke's *Speech on Conciliation with America;* Macaulay's *Essay on Milton and Addison.*

1901, 1902. — Shakespeare's *Macbeth;* Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

The conference on uniform entrance requirements in English recommends the following: —

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence-structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms

of narration, description, exposition and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That in the high school, subjects for compositions be taken partly from the prescribed books and partly from the student's own thought and experience.

7. That each of the books prescribed for study be taught with reference to, —

(*a*) The language, including the meaning of the words and sentences, the important qualities of style, and the important allusions.

(*b*) The plan of the work, *i.e.*, its structure and method.

(*c*) The place of the work in literary history, the circumstances of its production, and the life of its author.

That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

(*b*) *One* only of the three languages, — *Latin*, *French* and *German*. Translation at sight of simple prose, with questions on the usual forms and ordinary construction of the language.

II. Mathematics.

(*a*) *Arithmetic.* — Such an acquaintance with the subject as may be gained in a good grammar school.

(*b*) *Algebra.* — The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(*c*) *Geometry.* — The elements of plane geometry as presented in any high-school text-book. While a fair acquaintance with ordinary book work in geometry will for the present be accepted, candidates are advised so far as practicable, to do original work with both theorems and problems, and an opportunity will be offered them by means of alternative questions, to test their ability in such work.

III. History and Geography.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.



CHEMICAL LABORATORY.

IV. Sciences.

(*a*) *Physical Geography.* — The elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, better preparation still is assured.

(*b*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(*c*), (*d*) *and* (*e*) *Physics, Chemistry and Botany.* — The elementary principles of these subjects, so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or of some of them, with the aid of laboratory methods, is earnestly recommended.

V. Drawing and Music.

(*a*) *Drawing.* — Mechanical and freehand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(*b*) *Music.* — The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

Times of Examination.

The first entrance examination in 1899 will be held in the hall of the normal school on Thursday and Friday, June 22 and 23, beginning at 9 A.M. each day.

The second examination will be held on Tuesday and Wednesday, September 12 and 13, beginning at 9 A.M.

Candidates are advised to present themselves in June, so far as practicable.

EXPENSES.

Tuition is free to all who declare their intention to teach in the public schools of Massachusetts. For others the tuition is thirty dollars a year.

Text-books and supplies are free, as in the public schools.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated.

GENERAL TWO YEARS' COURSE.

The general course of study is designed primarily for those who aim to teach in public schools below the high school grade. It comprises substantially the following subjects : —

1. Psychology, history of education, principles of education, methods of instruction and discipline, school organization and the school laws of Massachusetts.

2. Methods of teaching the following subjects : —

(*a*) English, — reading, language, rhetoric, composition, literature and history.

(*b*) Mathematics, — arithmetic, bookkeeping, elementary algebra and geometry.

(*c*) Science, — elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.

(*d*) Drawing, vocal music, physical culture and manual training.

3. Observation in the model schools and in other public schools.

THREE-YEAR COURSES.

Recognizing the necessity of a higher grade of scholarship and for greater maturity on the part of those desirous of entering upon the teacher's profession, the Lowell Normal School offers the following courses of instruction : —

Extended Course of Three Years.

This course is intended for those pupils who wish to make a broader and more comprehensive study of the different subjects that are embraced in the regular two years' course, and also to give a more extended opportunity for work in the practice schools. Those pupils who feel that their preparation has not been a thorough one, and those who are not mature enough to enter upon the teacher's work, are advised to elect this course. The best students also will find an opportunity of doing the work with much more thoroughness than the limited time of the two years' course will allow.



KINDERGARTEN.

An Elective Third or Fourth Year.

Provision will be made, so far as the facilities of the school will allow, for a third or extra year of elective work for graduates of the school.

The purpose of this course is to provide for more specialized and intensive work in those subjects in which the student is especially interested, this work to be largely that of research by the laboratory method under the direction of the head of the department. Such work will necessarily limit the number of subjects taken by each pupil. Regular class work will be required, and a wide field of observation and practice will be furnished in various schools of Lowell and surrounding towns.

SPECIAL COURSES FOR TEACHERS.

Teachers of several years of successful experience, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course (including the course in psychology and pedagogy), and when such course is successfully completed they shall receive certificates for the same.

SPECIAL COURSE FOR COLLEGE GRADUATES.

Graduates of colleges and universities, and of high schools of a high grade and standing, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the above curriculum of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

THE KINDERGARTEN DEPARTMENT.

The first year's work in this course gives all pupils in the school a definite amount of instruction in kindergarten principles, a general knowledge of the gifts and occupations, with opportunities for observing in the city kindergartens.

The second year's work for those who elect the kindergarten course comprises detailed knowledge and practical use of the gifts and occu-

pations, instruction in the kindergarten games, careful study of the mother play and symbolic education.

The existing relations between the city kindergartens and this department make it possible to offer unusual advantages for observation and practice. The members of this class are required to spend a definite time in each of the twelve kindergartens during the first six months, thus coming in daily contact with children, and acquiring a broad conception of the possibilities of variety in the presentation of their work. The kindergartens furnish also opportunities for ten weeks' practice to every pupil in this department.

SCHOOLS OF OBSERVATION AND PRACTICE.

Section I. of the agreement made by the State with the city of Lowell reads as follows : —

The city of Lowell agrees: 1. To the use of the Bartlett school by the normal school as a school of observation and practice, and the use of such other schools as may be needed for additional practice schools.

The building occupied by the Bartlett school is described in the report of the school committee as follows : —

The new Bartlett school building is not only the largest, but, as might be expected of the newest, is the finest of our grammar school buildings. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the street for the first, and two spacious stairways for the second. The upper floor is occupied by a handsome and well lighted hall, capable of seating twelve hundred persons, with smaller rooms at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, store rooms for books, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

In giving the use of the new Bartlett school to the State normal school, as has recently been done, the city has thus followed the example of other places where normal schools have recently been established, and has given its best.



GEOGRAPHY AND MINERALOGY.

The Training Department, known as the observation and practice school, provides generously in its scope and equipment. The plant itself is a well-organized city school, under the management of a principal and corps of seventeen teachers. There are six grammar grades, two rooms in each, a primary school of three grades, and a kindergarten. In addition, the normal school has free access to the city kindergartens, twelve in number.

During the spring term each member of the junior class spends a week in these schools, and every afternoon she not only brings to the State school a written report of the morning's observation, but she also has the advantage of a personal discussion with the supervisor upon the work reported.

With the fall term of the senior year, training work in the observation and practice school is continued. Each student has the same proportion of time and work alloted to her, covering an average term's length. This work is divided into two periods, therein giving the student the advantage of work in at least two grades, thus breaking the length of practice so that it shall not be too severe a test of strength. The work itself is under the direct observation of the principal, the regular teacher of each room, and the critic teacher or supervisor, whose work is so arranged that she is in touch with both academic and training departments. Each day the latter instructor meets the practising students individually for criticism, and as a class to develop further the correlation of theory and practice.

At the outset the pupil-teacher observes the work of the model teacher. After a short period of observation one class is assigned to her care, and in a day or two a second branch is added to the first. By the end of the first week, if the practice-teacher prove herself strong, she carries three or perhaps all the morning's classes with full control of the room. Thus, beginning as an apprentice under the supervision of a model teacher, she finally takes the sole charge of a typical public school-room; and the fact that the school contains over six hundred pupils offers in itself an opportunity to watch the discipline and management of a great educational organization, such as a city public school alone can offer.

During this period of practice the pupil-teacher submits each day her plans of work to the model-teacher, whose special office in this relation is to give encouraging suggestion and advice concerning these same plans, and their adaptability to the grade which she is teaching.

The teachers from the faculty of the State school, whose plans of study are cordially accepted by the training department, are expected to visit the practice work at least once a week, that a close relationship and clear understanding may exist between the academic work, theory work and practice work.

GENERAL INFORMATION.

The Lowell Normal School is always open to those interested in its work. Cordial invitation is extended to teachers, school committees, superintendents, to investigate its methods, attend classes or inspect the building at any time.

There is no school session on Saturday.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

Graduates of the Kindergarten Course.

Baker, Ethel,	Haverhill.
Knapp, S. Alice,	Lowell.
Lamere, Hortense,	Lowell.
Wilson, Sadie B.,	Reading.

Certificates for advanced work were granted to the following kindergarten teachers: —

Alvord, Grace B., teacher,	Lowell.
Andrews, Edith A., teacher,	Lowell.
Bartlett, Mary B., teacher,	Chelmsford.
Chisholm, Linda F., teacher,	Marblehead.
Conant, Nettie M , teacher,	Lowell.
Cragin, Elsie, teacher,	Lowell.
Cronin, Marguerite J., teacher,	Lowell.
Donald, Edith, teacher,	Andover.
Emery, N. Maria, teacher,	Methuen.
Gormeley, Marietta G., teacher,	Lowell.
Gould, Josephine, teacher,	Lowell.
King, M. Marietta, teacher,	Lowell.
Nickerson, Mabel D., teacher,	Lowell.
Noyes, Helen W., teacher,	Lowell.
Perham, E. Belle, teacher,	Lowell.
Piper, Ellen J , teacher,	Lowell.
Reed, Clare S., teacher,	Lowell.
Roberts, Gertrude A., teacher,	Lowell.
Smith, Louie I., teacher,	Lowell.
Sparks, Sarah G., teacher,	Lowell.
Tabor, S. Hortense, teacher,	Lowell.
Taylor, N. Grace, teacher,	Lowell.
Walker, Mary C., teacher,	Lowell.
Wilson, Elizabeth A., teacher,	Lowell.

Entered October, 1897.

Baker, Katharine F.,	Tewksbury.
Barnes, Emma Leslie,	Lowell.
Barr, J. Ernest,	Lowell.
Bartlett, Mary B.,	Chelmsford.
Bingham, Emma L.,	Lawrence.
Blaisdell, Louie M.,	Tewksbury.
Blanchard, Minnie G.,	Lowell.
Brown, Florence B.,	Wolfborough, N. H.
Bryant, Nellie F.,	Lowell.
Burbank, Lillian C.,	Lowell.
Cassidy, Anna I.,	Lowell.
Chadbourne, Mary L.,	Reading.
Charlton, Florence J.,	Lowell.
Chisholm, Linda F.,	Lowell.
Christensen, Anna K.,	North Andover.
Church, Myra H.,	Lawrence.
Clifford, Sara A.,	Lawrence.
Coburn, Agnes E.,	Lowell.
Coburn, Bessie M.,	Lowell.
Coggeshall, Katharine H.,	Lowell.
Cole, Annabel E.,	Lowell.
Cole, Rosalie M.,	Lowell.
Cooke, Carrie Louise,	North Chelmsford.
Cooney, Helen T.,	Lawrence.
Crowley, Gertrude B.,	Lowell.
Crowley, Katharine M.,	Lowell.
Crowley, Mary E.,	Lowell.
Crowley, Mary L.,	Lowell.
Cunningham, Frances,	Lowell.
Dacey, Gertrude H.,	Lexington.
Dame, Elizabeth B.,	Lowell.
Deane, Sadie M.,	Lowell.
Delany, Clotilda A.,	Lowell.
Devine, Mary F.,	East Chelmsford.
Dix, Mary J.,	Lowell.
Dow, Helen A.,	Lowell.
Dowd, Marcella F.,	Winchester.

Edwards, Mary,	Acton Centre.
Ellison, Annie B.,	North Andover.
Emery, N. Maria,	Methuen.
Farrington, Edith T.,	Lowell.
Finucane, Mary,	Methuen.
Fisher, Ruth,	Westford
Fletcher, Helen E.,	Nashua, N. H.
Flint, Edith F.,	Lowell.
Fogg, Emerett A.,	Lowell.
Fox, Mary Josephine,	Lowell.
Gilman, Florence E.,	Lowell.
Ginty, Lulu V.,	Lowell.
Gookin, Alice L.,	Wamesit.
Goss, Eva M.,	Lowell.
Green, Hessie S.,	Lowell.
Halloran, Annie T.,	Lowell.
Halloran, Katharine,	Lowell.
Harrington, Lenora,	Lowell.
Heywood, Elizabeth C.,	Westford.
Hickey, Kathryne V.,	Lowell.
Holden, Martha A.,	Lowell.
Horton, Maude,	Methuen.
Howard, Helen A.,	Lowell.
Howard, Katherine G.,	Lowell.
Howe, Jennie G.,	Lowell.
Hunter, Ida E.,	Tyngsborough.
Hyde, Margaret,	Lowell.
Jantzen, Katherine M.,	Lowell.
Jarvis, Maude,	Lowell.
Johnston, Arthur M.,	Fredericton, N. B.
Keating, Nellie L.,	Tewksbury.
Kimball, Ethel E.,	Lowell.
Larsen, Clara H.,	Woburn.
Lewis, Ella L.,	Lawrence
Lewis, Gertrude M.,	North Chelmsford.
Macpherson, Edith M.,	Lowell.
Marinel, Cecelia A.,	North Chelmsford.
McCue, Theresa,	Lowell.
McElroy, Mary V. J.,	Lowell.
Mellen, Annie,	Lowell.
Mellen, Lena,	Lowell.
Murphy, Josephine,	Lowell.
Murphy, Maud J.,	North Andover.
O'Brien, Mary F.,	Lowell.
O'Connell, Katherine F.,	Lowell.
O'Meara, Mary J.,	Lowell.

Parker, Florence B.,	Reading.
Penn, Ella M.,	Lowell.
Phelps, Lilla M.,	Concord.
Richards, Alice,	Lowell.
Rodger, Catherine D.,	Lowell.
Riordan, Mary L.,	Lowell.
Robbins, Isaac D.,	Boston.
Searle, Lillian G.,	Lowell.
Seeton, Alice F.,	Lowell.
Sleeper, Hannah, H.,	North Chelmsford.
Smith, Martha F.,	Acton.
Stephan, Hattie F.,	Westford.
Sullivan, Agnes M.,	Lowell.
Teele, Alice M.,	Malden.
Thomas, Mary E.,	Lowell.
Thurlow, Sarah E.,	Lowell.
Tinkham, Anna G.,	Lowell.
Walsh, Charlotte C.,	Lowell.
Wholey, Helen C.,	Lowell.
Wood, Sara A.,	Acton Centre.
Woodward, Georgia E.,	Lowell.
Wright, Bertha L.,	Lexington.
Wyman, Irene E.,	Lowell.

Entered September, 1898.

Brooks, Harry,	Gloucester.
Brown, Mary L.,	Brookline, N. H.
Cheverton, Clara M.,	Chicago.
Coburn, Anna T.,	Lowell.
Cohen, Samuel N.,	Boston.
Collins, Elizabeth G.,	Andover.
Corkhill, Mary E,	Lawrence.
Courtney, Mary G.,	Lowell.
Cummings, Nellie J.,	Woburn.
Dodge, Annie F.,	Billerica.
Donoghue, Annie V.,	Lowell.
Donovan, Sarah E.,	Lowell.
Downing, Esther,	Lowell.
Egan, Katherine G.,	North Andover.
Finkelstein, Ephraim,	Boston.
FitsGerald, Leona F.,	Tewksbury.
Foley, Mary W.,	Winchester.
French, Lillian R.,	Wamesit.
Frost, Annie M.,	Lowell.
Gould, Belle M.,	Chelmsford.
Greene, Mabelle S.,	Lowell.
Halloran, Mary I.,	Lowell.
Harrington, Mary E.,	South Lawrence.
Hodgson, Nellie E.,	Methuen.
Holland, Ellen T.,	Lawrence.
Jamieson, Margaret S,	Lowell.
Lord, Laura D.,	Lawrence.
Mack, Charlotte,	Methuen.
Magoon, Eva,	Lowell.
Mahoney, Lydia H.,	Lawrence.
McConnor, Genevieve,	South Lawrence.
McDonald, Margaret G.,	North Andover.
Mulkeen, Josephine M.,	Woburn.
Murray, Helen C.,	Winchester.
Offut, Lillian,	Lowell.
Parker, Lucy H.,	Lowell.
Puffer, Mary V.,	Lowell.

Roberts, Edna M.,	Reading.
Roche, Essie E.,	Lowell.
Rogers, Alice T.,	Billerica.
Rogers, Jennie E.,	Byfield.
Rollins, Lottie M.,	Woburn.
Salls, Daisy E.,	Methuen.
Scannell, Catharine A.,	Methuen.
Swain, Helen D.,	Nashua, N. H.
Thombs, Bernice E.,	Monson, Maine.
Underhill, Florence,	Winchester.
Wainwright, Etta C.,	Lawrence.